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ABSTRACT

Presented is the Callier-Azusa Scale designed to aid in the assessment of deaf-blind and multihandicapped children in the areas of motor development, perceptual abilities, daily living skills, language development, and socialization. The scale is said to be predicated on the assumption that given the appropriate environment all children follow the normal development sequence and to be useful for initial assessment, measuring progress over time, and planning developmentally appropriate programs. Within each of the five areas are subscales made of sequential steps describing developmental milestones. It is stressed that the scale is based on observation of ongoing classroom behaviors and should be administered by individuals familiar with the child. Briefly explained are criteria for assessing developmental level and the use of scoring sheets (attached). Provided with many of the behavioral items are examples and a space for teacher comments. Subscales are provided for the following abilities: postural control, locomotion, fine motor, and visual-motor (in the area of motor development); visual development, auditory development, and tactile development (in the area of perceptual abilities); undressing and dressing, personal hygiene, feeding skills, and toileting (in the area of daily living skills); receptive language, expressive language, and speech (in the area of language development); and socialization and development of self-concept (in the area of socialization). Items range from "only takes bottle" to "prepares simple foods not requiring measurement" in the development of feeding skills. (LS)

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THE CALLIER-AZUSA SCALE

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DIRECTIONS

Please read carefully before using the scale.

INTRODUCTION

The Callier-Azusa Scale is a scale of normal development designed specifically to aid in the assessment of deaf-blind and multihandicapped children. The scale is predicated on the assumption that given the appropriate educational and therapeutic environment, all children follow the normal development sequence.

USES

There are three primary uses for the Callier-Azusa Scale:

(1) To assess the developmental level of children for whom other methods of assessment are inadequate because they require of the child language abilities, cooperation, or intact sensory modalities; or because they lack comprehensiveness at lower levels.

(2) To measure progress over time in order to determine the overall effectiveness of programming or the effectiveness of a specific educational or therapeutic technique for an individual child.

(3) To provide guidance but not a teaching program for planning developmentally appropriate programs for individual children.

DESCRIPTION

The Callier-Azusa Scale is composed of five areas: Motor Development, Perceptual Development, Daily Living Skills, Language Development and Socialization. Within each area there are subscales made up of sequential steps describing developmental milestones. Some steps are divided into two or more items (A, B, C, etc. . .).

These items describe different behaviors which appear during the same period in development and are therefore, not in sequential order. Examples are provided for some items to add clarity. The space provided under "Comments" may be used by the teacher for observational notes.

SCALE ADMINISTRATION

Scoring of the Callier-Azusa Scale is based on observation of ongoing behaviors which occur in the classroom.[1] It is not necessary to artificially structure settings in order to observe the behaviors described in this scale.

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(1) Since the Callier-Azusa Scale was developed for classroom use, there are certain limitations to its use in home programs. For example, some behaviors described in the scale are best observed in the classroom. For valid results, it is necessary to observe the child on a number of occasions and to train the parents to observe so that they may participate in the assessment.

The Callier-Azusa Scale must be administered by individuals who are thoroughly familiar with the child's behavior. For this reason, a child must be observed for at least two weeks before completing the scale. No specific testing expertise is required, however, other than good observational skills and a knowledge of the child's repertoire of behaviors.

Most valid results are obtained if several individuals having close contact with the child (teachers, aides, parents, specialists) evaluate the child on a consensus basis.

CRITERIA FOR ASSESSING DEVELOPMENTAL LEVEL

A child has attained a specific step on a subscale if:

(1) All the behaviors described (except those starred and beginning with the word "may") are integrated components of his usual behavior repertoire.

(2) The child to the best of your knowledge, has reached the levels of behavior described in all preceding lower level steps. (When it is not known if all previous levels have been achieved, it is the responsibility of the observers to determine that current behaviors are not splinter skills.)

(3) A child has not attained a step if the behaviors described are emerging, occur only infrequently, occur only after prodding and coaxing, or occur only in specific situations and are not generalized to other appropriate situations.

(4) Starred items beginning with may describe behaviors whose appearance may be dependent on the intactness of a specific sensory modality, motor system, or require some ability such as language competence which is not intentionally measured by the item. It is the responsibility of the observers to decide if attainment of the starred items is appropriate for an individual child.

(5) Examples were added only for clarity. These examples describe behaviors observed among deaf-blind children who were functioning at that particular level. To have attained a step, a child need not necessarily exhibit the specific behaviors described in the examples. The child must, however, show similar behaviors.

USE OF SCORING SHEETS

When the step describing the developmental level of a child on a subscale has been determined, circle the number on the score sheet in the column appropriate to that subscale. For example, if the child meets all the criteria for Step 4 and has reached the levels of behavior described in Steps 0, 1, 2, and 3 on Motor Development, Section A (Postural Control), but only item (B) next to Step 5 on the same subscale, circle 4 on the score sheet under Motor Development, Subscale A (see sample score sheet). Then, write a (B) next to Step 5 of the same column. By looking to the left, it can be seen that the behaviors described in Step 4 appear in the unimpaired child at one half year. These age equivalencies obtained from many sources in the child development literature reflect a midpoint of the age range at which the behavior normally appears. The specific age equivalencies are unimportant and are included only to provide a rough means of comparing

functional level in different areas of behavior.

To complete the profile, circle the appropriate step on each of the 16 subscales and connect the circled numbers.

MOTOR DEVELOPMENT

ITEM	EXAMPLE	COMM
A. Postural Control		
0. (A) Turns head from side to side while on stomach.		
(B) Complete head lag when gently pulled to sitting position.		
(C) No posture in trunk.	when sitting, body falls over upon itself	
1. Beginning of postural control of head and upper trunk.	when held under arms suspended in air, child attempts to align head with upper trunk; on stomach, resting on forearms, head bobs up and down for brief periods	
2. (A) Head control complete when lying on stomach and resting on open hands.	holds head up for indefinite periods; turns head from side to side	
(B) Trunk functions as a single unit while on stomach completely extending so arms and legs are off floor.	waves arms and legs off ground while lying on stomach; rocks back & forth while on stomach with arms and legs raised	
(C) Supported sitting - legs widely spread, head in midline and erect, upper trunk rounded and shoulders forward.		
(D) Bears little weight on legs when lowered to standing - knees buckle.		

ITEM	EXAMPLE	C
3. (A) When pulled to sitting, lifts head and assists, may strain entire body.		
(B) Supported sitting - legs widely spread - upper trunk erect.		
4. (A) Sits alone when placed, by propping forward on hands with legs widely spread for support. Falls over if shoved sideways.		
(B) When supported under arms, child bears a large fraction of weight on legs and bounces.		
5. (A) Sits with arms free to play. Extends arms to protect self when pushed forward or to the side.		
(B) Pushes up on hands and knees and rocks back and forth.		
6. (A) Assumes sitting position from lying on his back by rotating around his trunk (shoulders and hips rotate separately) then pushes up with arms.		
(B) When sitting, extends arms to protect self when pushed backwards.	child can freely play with toy while sitting	
(C) Stands when placed, holding chair for support.		

ITEM	EXAMPLE	COMM
7. (A) Turns (pivots) on bottom when sitting.	pivots from side to side to reach objects	
(B) Pulls up from sitting to standing position by holding-on and rotating trunk segmentally (hips and shoulders move independently). Places foot under body and pushes to standing, one foot at a time.		
(C) Sits down with knees stiff from supported standing.		
(D) Stands alone for a few seconds without support, arms out at shoulder level for balance.		
8. (A) Stands alone, uses arms for balance.		
(B) From a sitting position squats to play.	child rests on one or both feet	
9. (A) Assumes standing position without support, uses continued rotation around body axis.	to stand from lying on back, he rotates to sitting, rotates to all fours, rotates to half kneeling, then rotates to standing	
(B) Arms free to play in standing position.		
(C) Sits down bending knees from free standing position in one motion.		

ITEM	EXAMPLE	COMME
10. (A) From a standing position squats to play.		
(B) Seats self in small chair.		
(C) Climbs into adult chair.		
(D) Attempts unsuccessfully to kick ball, usually steps on it.		
11. (A) Squats to pick up object and returns to standing independently.		
(B) Gets down from an adult chair independently.		
(C) Able to kick large ball after demonstration.		
12. (A) Kneels on both knees and rises to standing unassisted. Uses hands for support.		
(B) "Step- jumps" from bottom stair (one foot leads.)	The action is between a step and a jump. Lagging foot maintains contact with stair until leading foot has almost touched floor.	
(C) Throws medium sized ball by thrusting body forward and opening both hands.		

ITEM	EXAMPLE	COM
13. (A) Jumps from bottom step with feet together.		
(B) Tries to stand on one foot.		
(C) Throws small ball overhand five to seven feet. Weight on forward foot.		
14. (A) Gets up from floor with partial trunk rotation to the side and using hands.	from lying on back, child sits straight up, turns to one side, pushes up with arms, and stands.	
(B) Jumps in place on both feet.		
(C) Balances on one foot momentarily.		
*(D) May catch large ball (arms out straight) 2/3 of his attempts.		
15. (A) Gets up from floor with no trunk rotation. Puts hands on floor or legs to help push up.		
(B) Stands on one foot four to eight seconds, eyes open.		
(C) Jumps on toes with both feet off the ground several times <u>unsupported</u>.		

ITEM	EXAMPLE	COMME
(D) Leaps forward from a running start, one leg leads the other.		
(E) Jumps forward from standing position with feet together.		
16. (A) Stands up from floor using no rotation. Does not use hands for support.		
*(B) May bounce and catch large ball after demonstration.		
(C) Hops on one foot.		
(D) Abie to walk full length of walking board.	2" X 4" board, 8-12 ft. in length	
17. (A) Balances on one foot seven or eight seconds with eyes closed.		
(B) Jumps from standing position over obstacle one foot high.		
(C) Jumps from one foot high obstacle landing on toes.		
(D) Hops in place alternating feet, rhythmic pattern not established.		
(E) Advanced overhand throw. Child leans back on foot on same side as throwing arm and steps forward with opposite foot as he is throwing. Body rotates as throwing arm moves forward.		

ITEM	EXAMPLE
B. Locomotion	
0. When suspended under arms, top of foot will touch surface and leg will lift and step onto surface. (stepping reflex)	
1. When head is turned to the side, trunk and limbs will follow as a single unit.	
2. (A) On stomach, rolls from side to side.	
*(B) May roll from stomach to back or side to back, head turns first and rest of body follows as a single unit.	
3. (A) Rolls from back to side.	
(B) Rolls from stomach to back spontaneously; head, hips, and shoulders rotate independently (corkscrew effect).	
*(C) May locomote by rocking, rolling or twisting; or on back by kicking feet against flat surface.	
4. (A) Amphibian crawls on stomach by shifting weight to one side of body so opposite forearm can pull while knee bends and big toe pushes. Goes backwards or forwards.	
item #4 cont'd.	

ITEM	EXAMPLE	COMMEN
(B) Rolls from back to stomach spontaneously; head, hips, and shoulders rotate independently (corkscrew effect).		
5. Four-point crawls on hands and knees bringing arm and leg on same side forward simultaneously.		
6. (A) Four-point crawls on hands and knees bringing <u>opposite</u> arm and leg forward simultaneously.		
*(B) May hitch forward on bottom.		
7. (A) "Cruises" around furniture.	child walks sideways holding on to furniture and changing hands	
(B) Walks with both hands held.		
*(C) May bear crawl - crawls using one or both feet as support instead of knees.		
8. (A) Walks with one hand held.		
(B) Walks 3-5 steps alone - falls to stop, unable to turn or change direction.		

ITEM	EXAMPLE	CO
9. Walks using toddler gait; arms, held high at shoulder level, feet widely spread for balance. Able to stop and change direction, falls often.		
10. Walking pattern more controlled; arms lowered to waist level for balance; able to start, stop, change directions without falling.		
11. (A) Walks with arms low. Can pull and push toy while maintaining balance. Arms are free for carrying object, seldom falls.		
(B) Ascends and descends stairs, usually on all fours.		
(C) Walks fast or runs stiffly with flat feet.		
12. (A) Walks upstairs and downstairs one stair at a time holding rail.		
(B) Walks with a heel-toe gait.		
(C) Runs forward well, pushes off on balls of feet unable to turn corners smoothly.		
13. (A) Pedals tricycle well. item #13. cont'd.		

ITEM	EXAMPLE	COMME
(B) Jumps forward on both feet.		
(C) Alternates feet going up stairs.		
(D) Walks backwards easily.		
14. (A) Walks downstairs alternating feet holding onto railing.		
(B) Runs well, seldom stumbling, able to turn corners and move in all directions.		
(C) Gallops		
(D) Skips on one foot.		
15. (A) Able to walk on tip toes long distances.		
(B) Skips on alternating feet.		
(C) Hops forward on one foot.		
(D) Walking and running patterns show smooth reciprocation of arm movements. Opposite arm & leg come forward simultaneously.		
16. (A) Kicks ball through the air from a running start.		
*(B) May run and jump to catch ball.		

ITEM	EXAMPLE	COMMENT
C. Development of Fine Motor Skills		
0. Reflex grasp of objects.		
1. Does not grasp objects.		
2. (A) Voluntarily puts hand around toy, Release is an unconscious, relaxation of grasp.		
(B) Hand brings grasped object to mouth.		
3. (A) Child can reach purposefully and touch object.		
(B) Hand grasps object being sucked.		
4. Plays with hands at midline.		
5. (A) Reaches for and grasps object (object may fall from the hand as his interest shifts to other stimuli).		
(B)Transfers object from one hand to other.		
(C) Picks up object with palm; thumb and finger partially opposed.		

ITEM	EXAMPLE	COMMENTS
6. (A) Moves fingers in many directions with some control.	up, down, bending knuckles, spreading fingers	
(B) Picks up object with thumb and fingers opposed, but without using palm. Voluntarily releases object.		
7. Picks up object with thumb, index, and middle finger.		
8. (A) Grasps small object with thumb and one finger.		
(B) Bangs two objects together.		
(C) Uses each finger individually, especially the index finger.	can use one finger to press a buzzer, turn a dial	
(D) Reaches out with both arms in any direction with purpose.	to catch a ball, to reach for large object	
9. (A) Attempts to stack blocks.		
(B) Places blocks in container and dumps them out.		
(C) Reaches out and holds a large object with arms and hands.	pillow, large box or toy	

ITEM	EXAMPLE	COMMENTS
10. (A) Places object on table rather than dropping it.		
(B) Uses stick to beat drum.		
(C) Opens and closes simple containers.	removing and replacing top on box	
11. Uses the thumb for pressing with some strength.		
12. (A) Turns 2 or 3 pages of a book at a time.		
(B) Builds small tower with blocks.		
(C) Grasps crayon with fist and marks on paper.		
13. (A) Strings beads using both hands.		
(B) Plays with clay or "Playdoh."	rolls, pounds, squeezes, and pulls clay	
14. (A) Holds crayon with 3 fingers and thumb.		
(B) Screws lid on jar.		
(C) Uses one hand to hold something and the other to manipulate.	holds bowl with one hand, stirs with others; holds toy with one hand, turns crank with other	

ITEM	EXAMPLE	COMMENTS
15. (A) Cuts with scissors.		
(B) Throws ball with elbow movement apparent.		
16. (A) Holds pencil or crayon easily.		
*(B) May copy letters.		
(C) Uses hands to perform separate skilled activities.	playing a toy xylophone, drum	
17. (A) Has established a hand preference.		
(B) Can wind thread on a spool holding hand with spool steady.		
18. Ties shoe laces independently.		

ITEM	EXAMPLE	COMMENTS
D. Visual-Motor		
0. Arms activate at sight of object, but unable to reach and grasp.		
1. Does not look at grasped object.		
2. Eyes follow motion of hands, but hand movement not under visual control. Does not intentionally bring grasped object into visual field for inspection.		
3. Views objects momentarily, usually before bringing to mouth.		
4. (A) Attempts to touch or bat object.		
(B) Plays with hands at midline.		
(C) Attempts to move toward objects in visual field.		
(D) Distinguishes near and distant objects in space.	reaches far for more distant object and near for near	
(E) Leans over to look for fallen object.		

ITEM	EXAMPLE	COMMEN
5. Grasps object placed or dangled in front of him.		
6. Reaches for and grasps object in any visual plane.	above, below, etc., eye level	
7. Approaches small object with two fingers; large object with both hands.		
8. (A) Rolls ball imitatively.		
(B) Puts large objects in container or removes large object from container.	puts cookies in jar and takes them out; puts ball in large box	
(C) Reaches accurately for object as he looks away.		
(D) Looks at grasped objects.		
(E) Reaches to grab and secure dropped object.		
(F) Unwraps presents, toys, packages.		
9. (A) Stacks two or three small objects.	2" blocks, bowls, cups	
(B) Reaches and grasps small object and releases it into a small container.	pebbles in tin can, candy in small bowl or jar	

ITEM	EXAMPLE	COMMENT
10. (A) Imitates horizontal and vertical brush, crayon, or chalk strokes following teacher.		
(B) Stacks many objects.	blocks, dishes, bowls	
(C) Draws with crayon or chalk or traces with fingers between 2 vertical parallel lines 1" apart.		
11. (A) Copies circle drawn previously by teacher using crayon, felt-tipped pen, or chalk.		
(B) Draws between 2 parallel horizontal lines 1" apart.		
*(C) May walk a circle independently.	circle taped or painted on the floor	
(D) Catches ball with arms fully extended.		
(E) Exact placement of tiny objects in highly confined areas.	coin in bank	
12. (A) Copies cross drawn by teacher. Horizontal line crosses vertical line in continuous stroke.		
*(B) May walk a square independently.	square taped or painted on the floor	
(C) Catches ball with arms flexed.		

ITEM	EXAMPLE	COMMENTS
13. (A) Copies square and triangle.		
(B) Draw straight line between 2 points.	when two 1/4" dots are drawn 4" apart, the child can draw a straight line between the 2 dots	
(C) Bounces and catches ball independently.		
(D) Draws identifiable objects.	stick man, house, tree	
14. (A) Cuts with scissors on line.		
(B) Pastes within outlined area.		
(C) Colors within defined area.		
(D) Prints capital letters (some reversals).		
15. Cuts out circles on line.		

PERCEPTUAL DEVELOPMENT

ITEM	EXAMPLE	COMMENTS
A. Visual Development		
0. Does not attend to any stimulus in the visual field.		
1. Attends only to light stimulus.		
2. (A) Attends to large object in the visual field within 30 seconds of its presentation.	when an object is presented close to the child's eyes, he will direct his gaze to the object within 30 seconds	
*(B) May look at caregivers face when held or in close contact with caregiver.		
(C) Eyes follow object from side to center of body.		
3. (A) Looks toward the source of light.		
(B) Visually follows a moving person.		
4. (A) Shows eye-blink response to a quickly approaching object.		
*(B) May be aware of familiar faces.		

ITEM	EXAMPLE	COMMENTS
5. (A) Attends to small bright objects.		
(B) Looks for dropped objects.		
(C) Anticipates a whole object by seeing only a part.	when asked to find an object that is only partially in view (toy in a sandbox, half buried in sand and half visible) the child can find the object	
6.*(A) May track objects horizontally and vertically		
(B) Shifts visual attention from one object to another when two or three are presented (scanning).		
(C) Watches things happening in his surroundings.		
(D) Visually locates, then picks up objects dropped within his reach.		
7. (A) Attempts to secure object beyond his reach.		
(B) Turns objects in his hand and explores them visually.		
8. (A) Pats pictures in books.		
item #8 cont'd.		

ITEM	EXAMPLE	COMMENTS
(B) Matches identical objects.	spoon to spoon, cup to cup	
(C) Looks at object 4-5 feet away and goes directly to it.		
(D) Consistently identifies circular shape on round objects (may need tactile clues).	points to circular shape on cup, ball, dish, etc.	
*(E) May exhibit depth perception.	reaches for ball in box or puts ball in box	
9.*(A) May imitate movements of others.		
(B) Visually seeks missing object or person.		
(C) Discriminates between black and white (may show preference for one or the other).	when two black and 1 white object are presented, the child can match the two that are black; signs or says "black" or "white"	
10. Discriminates two or three different shapes (may need tactile clues).	when two circles and one square are presented, the child can match the two circles; when a box of several each of squares, circles, and triangles are presented, the child can sort the shapes.	

ITEM	EXAMPLE	COMMENTS
11. (A) Discriminates colors of marked contrast.	matches or sorts blue and orange, red and green; identifies colors of objects (blue chair; red cup)	
(B) Matches object to picture of the object.	real cup to a picture of a cup	
12. (A) Can match identically shaped objects by size.	when two large spoons and one small spoon are presented, the child can match the two large spoons; when two large circles and one small circle (same color) are presented, the child can match the two large circles	
(B) Matches identical pictures of objects.		
13. (A) Matches letters.		
(B) Matches short written words.		

ITEM	EXAMPLE	COMME
B. Auditory Development		
0. No response to sounds.		
1. Reflexive startle response to sound.	when a loud noise is produced outside of the child's visual field, he startles, exhibits eye blinks, or general movement	
2. Momentary reduction or cessation of activity when sound made close to the child.	bell sounded close to the child causes him to momentarily stop ongoing behavior	
3. (A) Turns head or attempts movement toward nearby but hidden sound source.		
*(B) May distinguish between scolding and friendly voices.		
4. (A) Attends to patterned sounds.	music, rhythmic drum beat, speech	
(B) Shows consistent awareness response to sounds.	claps hands when musical toy sounded, touches vibrating object when hears sounds, tries to put record on after it stops	
(C) Makes a specific gross motor response to a specific sound.	in a game, moves when sound on, stops when sound off	
(D) May react to the sound of caregiver's voice.	ceases crying when caregiver speaks soothingly, moves excitedly when caregiver speaks	

ITEM	EXAMPLE	COMMENTS
5. Localizes source of sound.	looks in direction of sound source, locates people by looking in direction of sound source (voice, footsteps), moves toward the source sound, moves toward musical toy, goes to window when hears loud noise or siren outside, goes to ringing telephone	
6. Discriminates between gross sounds in the environment from auditory cues alone and carries out learned behaviors associated with the sound.	hears dishes rattling and goes to the table, goes to the door after doorbell rings	
7. Simultaneously imitates rhythmic sounds.	when teacher claps or plays noisemaker in rhythmic sequence (outside of child's visual field) the child can simultaneously clap or play the sequence	
8. Repeats rhythmic sequence after teacher presents sequence.	after teacher claps or plays noisemaker in a rhythmic sequence (outside of child's visual field) the child can repeat the sequence by clapping or playing the noisemaker	

ITEM	EXAMPLE	COMMENTS
C. Tactile Development		
0. Resists rough-textured or cold surfaces.		
1. Responds to being warm.	begins to enjoy warm bath	
2. Permits soft, smooth textures to be rubbed on hands, feet, or body or moves hands, feet, or body over smooth, soft textures.	fur, soft fabrics, warm creams and lotions	
3. Reacts to tactile stimulation by body movement, but does not localize reaction to area stimulated.	when one foot is touched, whole body moves	
4. (A) Permits hands, feet, or body to be moved over umfamiliar rough-textured surfaces or moves hands, feet, or body over unfamiliar rough-textured surfaces.	burlap, shag carpeting cold linoleum	
(B) Explores objects with fingers.	turns object over and over, explores corners, crevices, raised designs	
5. (A) Plays in water.	splashes water with hands, plays with wash cloth and soap in water, runs water through fingers	
(B) Finds object that has been placed in textured material.	finds toys in sand or under water	

ITEM	EXAMPLE	COMMENT
6. Plays with hands in soft-textured material	shaving cream, pudding, clay, finger paints	
7. Responds to tactile stimulation of arm or leg by moving the stimulated limb.		
8. Recognizes familiar object by touching and handling without using vision.	names, demonstrates uses, shows pleasure when touches object	
9. Tactilely matches different textures without using vision.	feels different textures in a bag and pulls out two that match; reaches around paper held in front of him to feel textures and finds two that are the same	
10. (A) Tactilely matches objects by shape without using vision.	similar activities to examples in item #9 except using different shaped objects	
(B) Tactilely matches objects by size without using vision.	similar activities to examples in item #9 except using different sized objects	
11. Localizes tactile stimulus to specific body part without using vision.	touches body part, removes masking tape, names body part (knee, toe, finger) that is touched	
12. Points to specific spot on body part that has been touched.	points to <u>exact</u> spot on arm or leg that has been touched	

DAILY LIVING SKILLS

ITEM	EXAMPLE	CO
A. Undressing and Dressing		
0. Lies passively during dressing. Does not respond to dressing or undressing.		
1. Resists being undressed or dressed, cries, attempts to turn over, kicks.		
2. Somewhat less resistant to being undressed and dressed.		
3. (A) Assists in undressing if prompted; helps in final motions.	pulls off hat, shoes, socks	
(B) Cooperates in dressing.	puts arm into sleeve when shirt held or extends leg for pants	
4. (A) Participates in undressing.	begins pulling down pants	
(B) Assists in dressing.	helps pull on pants, shirt, sweater, jacket	
5. Undresses with adult assistance required for difficult items.	removes shirt after adult, unbuttons, pulls pullover shirt over top of head when arms out of sleeves, removes pants after snap, clasp, or zipper opened or after helped with elastic	
6. (A) Removes untied shoes, socks, and unfastened pants in appropriate sequence.		
(B) Unzips jacket.		
(C) Attempts putting on some clothes independently.	may put both legs in one pant leg or get shirt on backward	
Item #6 cont'd.		

ITEM	EXAMPLE
(D) Pulls on socks and pants with assistance.	
(E) Puts arms in sleeves when coat held behind.	
7. (A) Takes off most clothing independently, still needs help with laces and fasteners.	
(B) Finds sleeve independently when dressing.	struggles with pullover shirt until he gets arm in sleeve
8. (A) Undresses himself well and rapidly except for pullover or buttoned shirts.	
(B) Puts on shoes and socks. Shoe may go on wrong foot or heel may be in wrong position on sock.	
(C) Attempts unbuttoning and buttoning, opening and closing fasteners, and zipping zippers.	
*(D) May show preference for some clothes over others.	has a favorite shirt or jacket
(E) Hangs coat on hook.	
9. (A) Unbuttons large buttons.	
(B) Puts on coat independently.	
(C) Attempts to lace shoes, usually incorrectly.	
10. (A) Dresses with little assistance except for buttoning if clothes are laid out.	
(B) Distinguishes front from back.	
11. (A) Dresses self except for back fasteners.	
(B) Buckles strap on shoes or laces them, but does not tie laces.	
Item #11 cont'd.	

ITEM	EXAMPLE	COM
(C) Buttons clothing.		
(D) Selects own clothes, independently.		
12. Dresses self independently except for tying shoe laces.		
13. (A) Ties own shoes.		
(B) Puts away a few clothes.		
14. (A) Takes care of clothing by hanging them up or piling them on a chair; puts dirty clothes in hamper or appropriate place.		
*(B) May be able to select out-of-door clothing suitable to the weather.		
15. In complete charge of dressing. Selects appropriate clothing, hangs clothes up, puts clothes in drawers.		

ITEM	EXAMPLE	CO
B. Personal Hygiene		
0. Resists bathing, makes task difficult.		
1. Begins to enjoy warm bath, but resists being washed.		
2. (A) Permits washing and drying of hands and face. (B) Interested in splashing.		
3. Plays with toys, soap, wash-cloth in water.		
4. Assists by making washing and drying motions. Accepts soap and towel but does not apply them.		
5. (A) Attempts washing hands independently, imitates adult washing hands. (B) Imitates brushing hair.		
6. Enjoys bath, uses soap appropriately.		
7. (A) Washes hands in appropriate sequence with minimal assistance, turns on water, picks up soap, lathers, rinses, turns off water, and dries. (B) Attempts to wash and dry face. (C) Accepts brushing of teeth.		

ITEM	EXAMPLE	COMME
8. (A) Bathes self with supervision. Dries self, in part. (B) Brushes hair with assistance. (C) Attempts to brush teeth spontaneously, but needs some assistance.		
9. (A) Washes and dries hands and face without assistance. (B) Brushes hair without assistance. (C) Brushes teeth without assistance. Puts toothpaste on toothbrush, brushes teeth, and rinses mouth.		
10. (A) Washes hands and face before meal but may need to be reminded. (B) Scrubs fingernails with brush but cannot cut or file them.		
11. Bathes self and dries without assistance.		
12. (A) Complete independence in bathing, draws own water. (B) Keeps fingernails clean. *(C) May be able to cut nails on one hand.		

ITEM	EXAMPLE	CO
C. Development of Feeding Skills		
0. Only takes bottle, resists being fed from spoon.		
1. (A) Allows being fed from spoon, opens mouth at approach of spoon.		
(B) Accepts liquids from cup.		
(C) Holds some finger foods.		
(D) Makes chewing motions.		
2. (A) Shows preference for some foods over others.		
(B) Accepts and swallows some lumpy foods.		
(C) Chews semi-solids (cottage cheese, mashed foods) but not meat or raw vegetables.		
(D) Finger feeds cracker or cookie independently.		
3. (A) Allows adult to manipulate him through the feeding process holding spoon.		
(B) Attempts holding cup and spoon independently.		
4. (A) Chews and swallows small pieces of solid foods.		
item #4 cont'd.		

ITEM	EXAMPLE	CO
(B) Attempts feeding self with spoon, but scoops poorly and may tip it before it reaches mouth. (Foods that stick to the spoon such as puddings handled more easily)		
5. (A) Holds cup with both hands, apt to tip too quickly and spill.		
(B) Uses spoon with some spilling.		
*(C) May hand empty dish to teacher.		
6. (A) Feeds self with spoon and eats finger foods independently.		
(B) Drinks from cup and returns cup to table without spilling.		
7. (A) Drinks from glass using one hand.		
(B) Gets glass, pours from small container with assistance, wipes spills.		
(C) Eats at table without requiring too much adult attention.		
(D) Begins using fork to pierce food rather than to scoop.		
8. (A) Feeds self independently.		
(B) Drinks from cup neatly. Holds cup by handle.		

ITEM	EXAMPLE	CON
9. (A) Pours from another container refilling glass.		
(B) Uses a fork appropriately and with facility.		
(C) Helps set table.		
(D) Conforms to appropriate table manners, uses napkin.		
10. (A) Uses knife to spread.		
(B) Accepts and chews a variety of foods both hot and cold.		
(C) Eats most sandwiches with minimal loss of contents.		
11. (A) Uses fork to cut food on plate to bite size.		
*(B) May use table knife in conjunction with fork.		
(C) Prepares simple foods with minimal assistance if no measurement is required.	jelly sandwich, cold cereal, toast	
12. (A) Very little difficulty with utensils including knife. Still may push food onto fork or spoon with free fingers.		
(B) Properly sets and clears table upon request.		
13. Prepares simple foods not requiring measurements. Recognizes sequences of food preparation	takes out bread slices, spreads mayonnaise, places appropriate number of slices of meat, etc. . .	

ITEM	EXAMPLE	COMMENTS
D. Toileting 0. No response to being wet. 1. (A) Cries when wet (generalized discomfort cry, not specific to being wet.) (B) Urinates frequently, exhibits little or no bladder control. 2. Stays dry for longer periods (several hours at a time). 3. Becomes irritable when wet or may attempt to remove wet diaper, but does not communicate needs to adult. 4. (A) Exhibits maturing bladder and sphincter control by remaining dry for progressively longer periods during the day and having bowel movements at about the same time each day. *(B) May remain dry during nap, then urinate a large amount on awakening. *(C) May show interest in toilet and its mechanical functions. 5. (A) Either resists sitting on potty or sits briefly, becomes bored and leaves. (B) Exhibits good bladder control by not urinating when diaper removed for a period of time, urinating only when diaper put back on.		

ITEM	EXAMPLE	COMMENTS
6. (A) Does not resist sitting on potty if on scheduled time.		
(B) Occasionally urinates in potty.		
7. (A) Frequently urinates in potty if placed there or told to sit there by adult.		
(B) Has bowel movement in potty if placed there when he gives indication of needing to go.	facial grimacing, sudden interruption of ongoing activities	
(C) Stays dry through nap.		
8. (A) Urinates in potty, if reminded. Boys may begin to stand. Accidents less frequent.		
(B) Has bowel movement in potty if reminded. Accidents less frequent.		
9. (A) Indicates need to use potty by gesture, sign, or verbalization. Usually waits until last moment to let someone know.		
(B) Accidents occur usually when excited or upset.		
10. (A) Rarely has accidents at night.		
(B) Boys stand to urinate.		
(C) Attempts wiping self after bowel movement.		

ITEM	EXAMPLE	COMM
11. (A) Uses toilet with minimal assistance and occasionally goes by himself without notifying adult. (B) Has occasional accidents particularly when ill or overly tired.		
12. (A) Goes to the toilet on his own. May need to be reminded to wipe himself after bowel movement. (B) Rarely has accidents.		
13. Carries out all toileting functions independently.		

LANGUAGE DEVELOPMENT

ITEM	EXAMPLE	C
A. Receptive Language		
0. No response to the environment other than reflexive.	startling to loud sounds, light flash, cold water, textures, smells	
1. (A) Exhibits reflex smiling to tactile, visceral (internal), kinesthetic stimulation.	when tickled, stroked, rocked, or after eating, etc.	
* (B) May distinguish between human voices and other sounds.	may attend rather than startle to human voices	
2. (A) Mouths anything available.		
*(B) May look around while sucking.		
*(C) May show interest in face by watching.		
*(D) May attend readily to a speaking voice.	reduces or ceases activity, looks for source of voice	
*(E) May distinguish scolding from friendly tone of voice.		
3. Understands gestures presented tactilely.	comes when arm pulled, opens mouth when mouth tapped by spoon	
4. Understands "no" presented auditorily, visually, or tactilely and can transfer this understanding to many situations. Not a conditioned response.		

ITEM	EXAMPLE	COM
5. (A) Understands gestures presented visually and may imitate them.	motioning to come, pointing to object for child to pick up, responding to "bye-bye".(With totally blind children, child stands when shoulder tapped in many situations.)	
(B) Understands gesture indicating self.	gestures for "you eat," "you pick up." These are gestures not formal signs. When the teacher points to the child or touches the child to indicate "you," the child understands, and can carry out the command.	
6. (A)Follows simple instructions communicated in formal language.	"come here", "go bye-bye"	
(B) Understands several nouns and action words communicated in formal language.	open, close, sit, stand	
(C) Responds to inhibitory words communicated in formal language.	stop, don't, finish	
*(D) May respond to name or name sign communicated in formal language.		
7. Identifies one object among three familiar objects in his immediate surroundings.	after teacher tells child, they will play ball, teacher takes child to shelf and says "give me ball."	
8. (A) Identifies or obtains when asked, three familiar objects in his immediate surroundings used in the course of the daily routine.	cup before snack, towel before bath, coat before going outside, ball before playing, etc.	
(B) Points to mouth, hair, nose, hand when asked.	"show me your mouth" communicated in formal language	

ITEM	EXAMPLE	C
9. Follows two-stage <u>related</u> commands communicated in formal language.	"Get your coat and sit down." "Close the door and come here."	
10. (A) Identifies by pointing, 4 or 5 body parts on another person or a doll.		
(B) Differentiates between "in" and "under" by carrying out appropriate activity when asked, either using own body or by placing object "in" or "under" another object.	crawls "in" or "under" objects, puts toy "in" or "under" container	
(C) Identifies 3 objects by demonstrating use.	when 3 objects are presented on the table, and the objects are handed to the child one at a time, he will demonstrate the use - uses the comb on his hair, puts the cup to his mouth	
(D) Shows generalization by matching <u>like</u> (not identical) objects.	matches boot and shoe rather than boot and ball	
*(E) May identify by pointing, 5 pictures of familiar objects from among a group of pictures of familiar objects when the pictures are presented 3 at a time. These pictures must be different from those used in language training with the child.	"show me the car"	
11. (A) Identifies 4 objects by demonstrating use.	(see #10-C)	
(B) Has concept of size.	when shown a big ball and little ball and asked "show me the big ball" child points to correct one	
(C) Has concept of a number. The number need not be one.	"give me 2 spoons"	

item #11 cont'd.

ITEM	EXAMPLE	COMM
(D) May identify by pointing, 7 pictures of familiar objects from among a group of pictures of familiar objects when the pictures are presented 3 at a time.	(see #10-E)	
12. (A) Knows last name or last name sign.	comes or attends in a group when first and last name in combination is given	
(B) Can be reasoned with in formal language.	"You will burn you finger if you touch the stove," "You will fall if you stand on the chair."	
(C) Begins to remember events of yesterday.	draws a picture of what happened, uses signs, gestures, speech or acts it out to tell you about it	
13. (A) Follows two-state unrelated commands.	"Put on your shoes and get the puzzle," "Throw the paper in the waste basket and get on the bike."	
(B) Answers several comprehensive questions requiring logical conclusions.	"What do you do when you 're cold?" "What do you do when you 're sleepy?" "What do you do when you 're hungry?" draws a picture, uses signs, gestures, speech or acts it out.	
(C) Identifies objects by their function.	"Which one do you drink from?" "Which one do you put on your foot?"	

ITEM	EXAMPLE	COMME
B. Expressive Language		
0. Undifferentiated cry.		
1. Differentiated cry for specific discomforts (pain, hunger).		
2. (A) Exhibits displeasure when unfamiliar person enters environment either visually, auditorily, or tactilely.	cries, whines	
*(B) May continue a motion once the motion is initiated by the teacher.	when teacher & child do sit-up child momentarily continues the activity after the teacher stops; or when teacher & child clap hands together, child continues after teacher stops	
3. (A) Smiles, coos, or babbles or gives indication of recognition when a <u>familiar</u> person int[illegible]es in his environment either visually, auditorily, or tactilely.		
(B) Spontaneously imitates some gestures and/or vocalizations without understanding meaning.	child spontaneously waves after teacher waves or imitates some motion of the teacher's. <u>Not</u> a conditioned response, but spontaneous imitation	
*(C) May anticipate an activity.	teacher & child engage in an activity like handclapping, child is anticipating when he begins to clap before the teacher claps	
4. Spontaneously imitates <u>formal</u> signs or vocalizations without understanding meaning.	<u>Not</u> a conditioned response, but spontaneous imitation	
5. (A) Has oral or manual vocabulary of one or more words which have meaning to the child & others. These words appear only in specific situations (conditioned responses).	following training the child gives the sign for "eat" when presented a cookie, but does not generalize use of the sign to other situations such as when he sees another child eating or he wants lunch	
item #5 cont'd.		

ITEM	EXAMPLE	CO
(B) Expresses some needs through gestures; and/or vocalizations other than crying.	points to desired objects	
*(C) May initiate an activity that the teacher and child carry out often.	child tries to engage the teacher in pat-a-cake before teacher initiates the activity, child sits down at easel and prepares to draw before the teacher initiates the activity	
*(D) May imitate a whole body movement after the teacher finishes the activity.	teacher crawls under table, after teacher stops, child will imitate by crawling under table	
6. (A) Has one or two words which stand for a variety of related objects, activities, and feelings and are spontaneously used in novel, but appropriate situations.	the child spontaneously gives the sign for "eat" when he is presented a cookie, when he sees another child eating, when he is hungry, and in novel situations involving food and eating	
(B) Imitates the signs or speech of others without necessarily understanding its meaning (echolalia).		
7. (A) Has oral or manual vocabulary of 4 to 6 spontaneously and appropriately used words which are communicated in formal language.	these words often indicate immediate wants and needs: "eat", "drink", "up", "jump", "ball", "cookie"	
(B) Shows interest in learning new words.	leads adult to object or points to object when he does not know appropriate word and looks for or waits for adult to give him word	

ITEM	EXAMPLE	COMM
8. (A) Has oral or manual vocabulary of at least 10 spontaneously and appropriately used words, communicated in formal language.		
(B) Names, using formal language, at least one familiar object while he plays with it or when it is pointed to.	ball, glass	
(C) Asks,using formal language,for at least two things, not necessarily at the same time.	food, drink	
9. (A) Has oral or manual vocabulary of 20 spontaneously and appropriately used words which are communicated in formal language.		
(B) Combines two words in the form modifier-noun; or noun-modifier; or verb-noun; or noun-noun;	pretty girl, more milk girl pretty, ball gone push chair, throw ball, give block, want ball Cindy doll, daddy car	
10. (A) Has oral or manual vocabulary of 50 spontaneously and appropriately used words, communicated in formal language.		
(B) Refusals clearly expressed by use of word or formal sign for "no".		
(C) Names familiar objects spontaneously while playing with them.	ball, doll, car	
11. (A) Combines 3 or 4 words with grammatical structure apparent. Vocabulary composed mostly of nouns & verbs with a few adjectives.	"daddy go car", "time go home", "Cindy want milk".	
item #11 cont'd.		

ITEM	EXAMPLE	CO
(B) Begins to use pronouns.	"mine", "me", "you", "I"	
(C) Begins to use "no" in combination with other words.	"no milk", "milk no", "no go", "no in", "no off", "no go in"	
(D) Begins to use "what" and "where" in question phrase.		
12. (A) Expresses moods and emotions in formal language.	"I (me) happy," "I (me) mad!"	
(B) Relates experiences, usually in response to a question.	when asked "what did you do outside?" responds "I rode the tricycle."	
(C) Begins to use "do" in question form.	"Do you want to play?"	
(D) Begins to use helping verbs.	"can", "have", "will", "I can go", "I will go"	
(E) Begins to use "not".	"I not going", "that not red"	
(F) Begins use of plurals.		
(G) Begins use of past tense.	"I played ball", "I did that"	
(H) Begins use of -ing forms.	"I am going", "baby is walking"	
13. (A) Asks for detailed explanations. (how? why?)		
(B) Communicates in 6 to 8 word sentences.		
(C) Uses compound sentences.	"I want to drink water and I want to play."	
(D) Identifies two or three colors by name.		

ITEM	EXAMPLE	CO
14. (A) Has oral or manual vocabulary of 1500 spontaneously and appropriately (with respect both to content and grammar) used words. (B) Tells a story in accurate sequence. (C) Counts from 1 to 10. (D) Signs or says simple nursery rhymes.		

ITEM	EXAMPLE	COMMENTS
C. Development of Speech		
0. No vocalizations other than crying.		
1. Exhibits non-cry vocalizations, throaty gurgling sounds.		
2. Produces intonated utterances. Some appear speech-like.		
3. (A) Produces several sounds in one breath.		
(B) May imitate a few sounds.		
(C) Vocalizes satisfaction, displeasure, recognition.		
(D) Vocalizes distinct single syllables.	ma, da	
(E) Vocalizes distinct double syllables.	ma ma, uh oh	
4. Imitates non-propositional sounds.	cough, tongue click, blowing	
5. (A) Acquires first true spoken word.		
(B) Attempts to get attention by making random speech sounds.		
6. Has 10 spoken words which are comprehensible to outsiders.		
7. Has 50 spoken words which are comprehensible to outsiders.		
8. Has 400 spoken words which are comprehensible to outsiders.		

ITEM	EXAMPLE	COMMEN
9. Has 800 or more spoken words which are comprehensible to outsiders.		

ITEM	EXAMPLE
Socialization	
0. Does not respond to any environmental stimuli.	does not cry to exhibit discomfort when hungry or wet
1. (A) Shows no eating pattern or preferred feeding schedule.	accepts bottle or food at any time
(B) Makes no attempt to move or change position other than occasional startle responses or reflexive movements when placed in crib or on mat.	
(C) Does not play or exhibit self-stimulatory behavior.	
(D) No response to being undressed or dressed.	
2. (A) Vocalizes to exhibit discomfort when hungry, wet or in pain. May cry when touched or manipulated.	cries, fusses, whines
(B) Responds to person to person contact.	ceases crying or is soothed when picked up or held
(C) Responds positively to some environmental stimuli.	soothing reaction to being warmly wrapped or warm bath
(D) Exhibits regular sleeping pattern.	sleeps and naps at approximately the same times each day
3. (A) Begins to explore environment.	changes from front to back, moves hands and legs randomly
item #3 cont'd.	

ITEM	EXAMPLE
(B) Exhibits different cries or vocalizations.	cries differently for pleasure, hunger, pain, or when wet
(C) Differentiates being held or left alone.	after being held, cries when put down and may cry until picked up again or may cry when picked up and continue crying until put down
(D) Responds to or accepts others.	laughs or makes pleasurable vocalizations, smiles, when other person enters environment
4. (A) Vocalizes or performs motor act for attention, behavior stops when caregiver makes contact (Not a perserverative motor act since the behavior stops when caregiver makes contact.)	cries, makes guttural sounds, gags, bangs head, etc. in an effo to gain attention
(B) Moves or reaches toward desired objects in visual, auditory, or tactile field.	reaches toward brightly colored object in visual field, reaches for or scans area when touched by object
(C) Studies or attends to face visually or tactilely.	when held or in close contact
(D) Responds to "no" signal by momentarily stopping behavior.	
(E) Reacts to frustrating situation by non-directed tantrum behavior.	kicking, thrashing, stiffening, self-abusive behavior when unabl to get something
item #4 cont'd.	

ITEM	EXAMPLE	COMMENT
(F) Exhibits displeasure when caregiver leaves.	may have tantrum when caregiver leaves room and won't stop until caregiver returns disinterested in and not comforted by people other than caregiver	
(G) Seeks protection from caregiver; withdraws from strangers.	when P.T. attempts to work with child, child tries to find caregiver	
5. (A) Exhibits pleasure with caregiver.	smiles, reaches, excitement, vocalizes when caregiver approaches or makes contact, little response to others	
(B) Exhibits curiosity and actively explores objects. Does not use objects only in a perservative, self-stimulatory, ritualistic manner.	grasps, looks at, listens to, feels, licks, smells objects; moves objects from hand to hand; plays with an object in a continually changing manner so that it is evident that the behavior is exploratory not self-stimulatory	
*(C) May seek a particular object for comfort in a stressful situation or when tired. Does not use the object in a perserverative, self-stimulatory, ritualistic manner.	seeks out favorite stuffed animal before bedtime	
(D) Child has expectations about what a particular person does with him.	anticipates that caregiver will give food or pleasurable activity by becoming excited at caregiver's approach, moves toward caregiver with purpose to be fed or receive affection	
item # 5 cont'd.		

ITEM	EXAMPLE	COMMEN
(E) Associates particular places with specific activities and may become upset if that activity does not occur.	when taken to dining area he waits for or seeks out food, may become upset if food not there or if expected to carry out some other activity there	
(F) Aware of what activities are permissible in specific places.	tricycle is ridden on floor not carpet; food is eaten at table not on floor; sand can be tossed around outside in the sandbox but not inside at the sand table	
6. (A) Seeks out others to play near. Does not interact with others in play.	goes to water table to play while other children are playing there; aware that they are there, but does not interact with them	
(B) indicates preferences for certain clothes, foods, routine order and sequence of activities. These preferences change.	insists on wearing particular pants or eating particular foods; upset by changes in the routine	
(C) Watches others in play. Exhibits awareness of others by imitating some action. Does not interact.	while playing at water table, watches what other children are doing, imitates other child's activity, but doesn't interact with other children	
(D) Leaves mother or caregiver for short period of time to play but returns to check on caregiver from time to time.		

ITEM	EXAMPLE	COMMENT
7. (A) Seeks out another person for play or activity.	pulls at caregiver or child to play patty-cake or ball	
(B) Plays in interactive manner.	plays with another child or other children to build something of blocks, role-playing, dress-up, circle game, hide-n-seek	
(C) Wants to win in games.	pleased by winning prize, being applauded or being first	
(D) Values people, places, things.	possessive of things, his chain, his bed, his toys, his clothing possessive of caregiver, wants caregiver's attention all to himself (not just for wants and needs)	
(E) Wants to help younger child or adult with activity.	tries to help caregiver with dishes or cleaning; helps a younger or slower child walk by holding his hand or by helping him carry something	

ITEM	EXAMPLE	COMME
B. Development of Self-Concept		
0. Exhibits only reflexive responses to environment. Past experiences do not affect behavior. Does not build from past experiences.		
1. Seems aware of himself as a separate entity, different from his environment.	exhibits noticable changes in behavior when touched or not touched	
2. Aware of body parts and body movements.	eye-pokes, sucks fingers, rhythmically moves part of body	
3. Seeks stimulating conditions.	moves toward light, light plays, brings objects to mouth	
4. Anticipates that an object or person will provide stimulation.	increases activity when mother makes contact with him or when bottle or food approaches	
5. Rejects anything which does not fit into or interrupts pattern of self-stimulatory behavior.	rejects spoon when bottle present, exhibits displeasure when light turned off (cries or whines)	
6. Withdraws and reacts negatively to outside influences.	cries or withdraws when unfamiliar person intervenes, resists contact with unfamiliar object	
7. Uses trial and error methods to remove some interfering stimuli. Expresses resistance in order to remove some interfering stimuli.	turns head or pushes away specific food or toy he doesn't want, may back-arch during dressing uses any techniques that works to get rid of unwanted stimulus	

ITEM	EXAMPLE	COMM
8. Shows specific preferences for some stimuli over others.	fruit over cereal, spoon over bottle	
9. Exhibits consistent response to specific unacceptable stimulus.	spits out disliked food, moves away from restraining influence	
10. (A) Acknowledges and manipulates other people, performs for others to get a reaction either positive or negative.	seeks certain person to hold him, extends arms to specific person or persons to be picked up, cries or whines to go in car or be pushed in stroller, cries or whines to get favorite foods, exhibits temper tantrums or withdraws when he cannot control environment	
(B) Extends toy or other possession to other person but does not release or share it.		
11. Moves in appropriate direction to show preferences. Makes association between desires and source of satisfaction.	goes to refrigerator when hungry, goes to door when ready to leave	
12. (A) Exhibits trust and mistrust of people and objects; avoids danger.	does not walk or crawl near stairs	
(B) Well-developed concept of "mine". Does not share.	very possessive of own toys, clothing, dishes	

ITEM	EXAMPLE	COMMENT
13. (A) Decides on his own, what he wants to do and perseverates on that choice.	play with toys, go outside	
*(B) May say "no" when asked to do something but will still carry out the instruction.		
(C) Does not like routine to be interrupted.	wants same activity at same time each day, wants to ride tricycle when he gets to school each day, gets upset when he can't	
14. Thinking and imagination reflected in play. Shows role identification. Structures play to reflect own concept of events occurring in his environment.	play with kicthen utensils or water may involve "cooking" food and feeding real or imaginary people	
15. (A) Seeks information for order and structure of concepts; evaluates information and acts it out.	telling stories to self either orally or manually, pointing to and describing objects on page of book, attaching meaning to symbols	
(B) Enters into parallel play activities with other children. Does not play cooperatively. Imitates other children's play and follows other children around for brief periods.		
(C) Begins to acknowledge the presence of other children by exhibiting jealousy and by beginning to share.		

ITEM	EXAMPLE	COMMENTS
16. (A) Plays cooperatively with other children. Selects playmates.		
(B) Aware of sex identity, babies.	structures play in terms of who is "mommy"; who is "baby"	
17. (A) Uses toys and play situations to express feelings that cannot be expressed otherwise.	scolds doll, giggles over "dirty" words	
(B) Selects playmates of the same sex.		

Months	MOTOR DEVELOPMENT				PERCEPTUAL DEVELOPMENT			D
108								15
96								14
84			18	15			12	13
72	17	16	17	14				12
60	16	15	16	13	13		11	11
48	15	14	15	12	12		10	10
					11		9	9
36	14	13	14	11		8	8	8
	13				10			7
24	12	12	13	10	9	7	7	6
	11							
18	10	11	12	9				5
	9	10	11		8		6	4
12	8	9	10 9	8		6	5	3
		8						
	7	7	8	7				
		6	7		7		4	2
	6		6	6				
	5	5	5					
6	4	4		5	6	5	3	
			4				2	
	3	3		4	5	4		1
			3	3	4	3		
	2	2			3		1	
	1	1	2	2	2	2		
			1	1	1			
0	0	0	0	0	0	0 1	0	0
	A	B	C	D	A	B	C	A
	POST. CONT.	LOCOMOTION	FINE MOTOR	VIS-MOTOR	VISION	AUDITORY	TACTILE	DRESS.

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DAILY LIVING SKILLS				LANGUAGE DEVELOPMENT			SOCIALIZATION	
15								
14	12	13						
13	11	12						
12	10	11	13					
11	9	10	12		14			17
10	8	9	11	13	13		7	16
9		8	10 9					15
8	7	7	8	12	12	9		14
7	6		7 6	11	11	8		13
6	5	6	5 4	10	10	7	6	12
				9	9			
5	4	5		8	8	6		11
4		4		7	7			
3	3	3	3	6	6 5	5	5	10
		2		5	4	4	4	9 8
2				4	3			7 6
	2	1	2	3	2	3	3	5 4
1	1			2	1	2	2	3 2
0	0	0	0	1 0	0	1 0	1 0	1 0
A	B	C	D	A	B	C	A	B
DRESS.	PERS. HYG.	FEEDING	TOILET	RECEPTIVE	EXPRESS.	SPEECH	SOCIALIZATION	SELF-CONC.

NAME _____ PROGRAM _____

DOB _____ DATE _____

OBSERVERS (pre) _____ DATE _____

OBSERVERS (post) _____

CHILD'S HANDICAPS